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NORMAL COLLEGE NEWS



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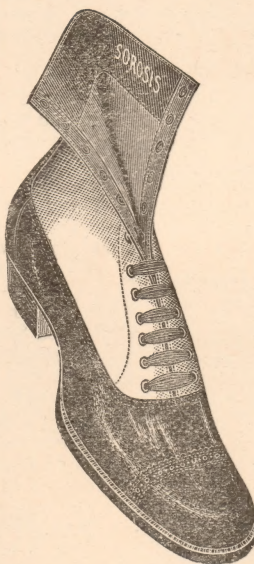
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Normal College News

FEBRUARY, 1902

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Cupid -
O Dear! Have I made a mistake?

Normal College News

Vol. 21

FEBRUARY, 1902

No. 5

CHANGED?

POOR little Cupid in this age of mad haste,
Scarce can find victims suiting his taste.
Void seems the field of womanly charms,
Forced is the Heart-king to lay down his arms.

No time for sweet nothings as in long ago
When laddie wooed ladylove surely but slow,
"Come to the point," saith the maid of today,
And sweet, winsome Love hath nothing to say.

Cloaked in a mannish yet stylish attire,
What wonder the messenger misses his fire!
'Twould seem from without scarce a knock would
suffice
To open the treasure-door hiding the price.

Dear little heart-piercer! Your days are not o'er,
Willing hearts await you as in early lore.
If the secret you'd know, come close and I'll tell,
'Tis only because they are guarded so well.

T.——

The Study of Ethics in Normal Schools

E. L. NORTON, DEPARTMENT OF EDUCATION

THE day is past when we can regard the curricula of our educational institutions as fixed. A conformity to some historic or eternal pattern is no longer deemed sufficient. The vital needs of students and the demands of society must be consulted, and this age is coming more and more to demand that every line of study be evaluated with reference to its own merits and its relation to life rather than to its educational pedigree.

This spirit of progress, however, which fortunately is invading well-nigh every phase of our national life, should lead us neither to neglect the fruitful lessons which the past may teach us nor to strive after the impossible. Success must be based on adaptation to real needs and real capacities. Institutions are not capable of sudden change, and resources for broader work are slow of attainment. Further, there is special danger of overcrowding curricula unless the additions be electives. The conservative spirit, always present and always needed to help us maintain sanity and balance, is especially averse to eliminating or placing less emphasis upon studies and methods considered most important in the past. The old must long survive, though new factors be added to it.

In suggesting possible innovations in the curricula of our normal schools one must first ask what the aim of such institutions is. The wiser leaders in this line of education are coming to see that the making of teachers is a task more complex than it has often been regarded heretofore. The school must develop men and women if it is to furnish true teachers to our country. High success as a teacher can be based only on the most full and free development of the entire individual. This involves a broadened interest, an extended outlook, an appreciation of the meaning of life in all its rich variety, and a trained reac-

tion of the feelings and will toward different types of situation. That large influence of the teacher which we all desire to realize and to see realized must spring from character, character which is moral yet more than moral in the ordinary sense because endowed with all the powers and graces resulting from the rich unfolding and training of intellect, feeling and will.

The aim of normal institutions must therefore be regarded as a dual one. It is, on the one hand, to secure a well rounded development or culture, to lay a broad foundation whose direct relation to the particular duties of the future teacher may not be apparent and is not the vital concern. This involves the pursuit of studies which one may never teach and whose utility in a narrow sense is questionable. On the other hand, that which specially distinguishes the normal school from other institutions of learning is its attempt to give its students a professional training consisting, in part, of subject matter and methods of particular studies, together with practice work. Such professional training differentiates the normal school; but it does not follow that this constitutes its essential or its total purpose. Precisely on this point have those who have moulded normal principles often made their error. They reason as would one who neglects the laws of health and the need of physical exercise and play on the plea that man is distinguished from the lower animals by his possession of soul and reason. At least until the relation of normal school to high school and university is greatly altered and the needs of students consequently changed, must the normal institution offer a large number of courses whose main aim shall be the development of culture.

It may be well to enquire what, in a normal curriculum, are the functions of psychology,

history of education and pedagogy with its courses in school organization, management, discipline, hygiene, general methods, child study and educational theory in general, with whatever else may be included in a fully organized department. Most of these studies can be subservient to both of the aims mentioned above. They may be valuable either as culture studies or as professional training, or as both. Indeed, it would be a mistake if nowhere in the work of this department the psychological knowledge gained by the students were related to their proposed work as teachers, but hardly less of a mistake if at a given stage students felt that they were getting nothing worth while unless its application were at once apparent. One may maintain this with the more assurance in view of the fact that there is a considerable field of investigations and theories in psychology whose professional use to teachers is denied by many psychologists. If the study of chemistry or any other subject has a recognized value apart from its narrower use, the same may be said of psychology; and its value in this regard is especially, besides satisfying a not uncommon interest in the workings of the mind, to stimulate to close observation and correct thinking. But the utility of psychology as furnishing a scientific basis for the art of teaching must be deemed vastly important.

The history of education is an excellent example of a study having this double value. The lessons that can be gained from it and applied to our individual needs as also to the general problems of present day education are undoubted. But more and more we are coming to recognize that if pursued for its own sake and for the broader development of one's powers it may have a value for culture hardly excelled. To trace the evolution of one important human interest, to note its relations to other such interests, to determine some of the causes of each great change together with its spiritual significance, this is certainly an activity which broadens one's outlook upon life and gives deeper insight into its meaning. In many of these subjects, then, the student

secures the maximum benefit by following them with regard to their double value, by being interested in them both for their own sake and for their professional bearing.

Ethics is no exception. It also has this double value, and in it one may see how the two values depend on each other. Its professional value is found largely in its relation to pedagogy. If one admits that the study of educational theory is of the most practical value to such students as thoroughly grasp and assimilate it, the necessity of some ethical study is at once apparent. For ethics, while closely related to psychology and sociology, is further the science of the ideal. It aims in part to clear up our ideas as to what the moral standard, moral life and moral forces really are, and thus to enable us to pass rational judgment on any human activities in the light of such a standard. Now in the study of education we are at the outset (if not constantly) confronted with the questions, What is life for? What is the destiny of man, and what therefore the function and purpose of education? What is its ultimate goal, and what the practicable ideal in our day? How far did this or that one in the history of education succeed or fail in comprehending the end in view?

These are questions of ethics, both theoretical and practical. Of course we have intellectual and aesthetic ideals as well as ethical, and with all these pedagogy is concerned. But ethics tries to see the relation of all such aspects of life, and its function is to decide whether typical manifestations of them are good and right. Practically, at least, we shall make little error in viewing the moral standard as supreme. Is this development of art or of intellect calculated to produce good character? Is that type of education conducive to true morality? Ethics, then, is that scientific instrument which will help the student judge any system of education in regard to its most vital points. Such a study may seem doubly useful in view of the comparative neglect of the moral side of education ever since the dominance of Renaissance tendencies.

So much for the professional value of ethical study, which depends wholly on the need of something more than an imitative, acquiscent attitude on the student's part, the need of his acceptance or rejection of educational principles in the light of his own ideals, ideals which he learns to defend through ethics. If such a need is not admitted, the professional if not the culture value of ethics largely vanishes. To the latter value our attention may now be turned.

The direction of progress (and progress we surely all desire) is toward a more complex organization of society, which will involve an increased respect for society with its purposes, institutions and mandates, but at the same time a higher freedom of the individual. This is the harmony of freedom and authority such as may be seen in any ideal, well regulated home life. Its realization depends on the education of society in order that its authority be just and rational, and on the education of the individual in order that he may willingly, because intelligently, accept this authority and the duties that fall to his lot.

In the course of progress, however, society and the individual seldom keep pace with each other. Hence it is often necessary for the individual to react vigorously against the evils of social institutions or the worn-out, traditional nature of authority. The opposite reaction against individual offenders is common enough. Through the mutual reactions of the group and its members, both are in the long run developed, though the immediate effects may often seem perverse.

The important point to notice is that in all such progress an increase in scientific knowledge and reflective criticism are among the necessary factors. Now the moral life is not something fixed and changeless through history. In both its manifestations and its ideals it varies from age to age and from people to people. But its progress depends partly on these same two factors: reflective criticism and scientific knowledge of moral phenomena, that is ethics. Without ethical study then we might

for a time conserve through practical activity all that treasure which, the result of ages of training, has become embodied in our moral instincts and intuitions; but what would we bequeath to the future? And how would we instill morality into our children? Moral education must be purposive and intelligent; though it need not be in ethical form, it springs from some more or less crude ethical reflection on the part of the educator. The question is, How adequate is such reflection and to what extent does it purify the moral standard which is thus transmitted?

The application of some of these points to normal students may be suggested. Consider three stages in their life,—others of importance might be distinguished. First comes the life at home where one has grown up surrounded by familiar influences and restraints, inspired by the affection and presence of relatives and friends, and possessing certain recognized duties. Through long training amid the same surroundings and in contact with the same institutions, moral habits are formed. One learns to meet many situations without effort and perhaps without feeling at all the significance of one's acts. Then one leaves the home life to take up the work of school or college. Here the moral life involves new factors, personal influences are changed, there are strange temptations and one must recognize a new set of duties. The old habits are by no means sufficient to meet every moral situation adequately. Later one takes a position as teacher in a community before unknown, which step involves quite as marked a change in one's moral relations. Large problems may arise at every important turn in life, with which hereditary influences and home tuition alone are unable to cope. The individual is then called upon to realize himself and the situation, to be active, to reflect and pass judgment. He must learn to feel what are his essential relations to any community and finally to humanity, but such a feeling depends upon a generalizing process which results in more clearly defined moral principles. He has further to undertake some

mental exertion in order rightly to modify and to apply such principles to the various novel situations encountered.

All such mental efforts, when rendered more systematic, when based on a comparison of one's own experience with that of others and when including a broader survey of the relevant facts, constitute ethics. Ethics is only an attempt to do more adequately what every individual in fact does in a cruder, less connected, less perfectly informed fashion.

Every social group needs its leaders, and by them its character is largely determined. Teachers ought decidedly to be leaders in shaping the opinions and directing the interests and activities of their communities. Professionally, they are educators of the young; but as men and women their influence for good and their incentives to progress should not be confined to the class room, they should be especially competent as forces in that education of adults which lasts through life. There is no nobler calling than that of the teacher, though we are all far enough from realizing its rich possibilities, and though historically the world has been loath to pay this profession high respect.

The position here taken agrees in part with the rationalism of Socrates and of Herbart, if one may refer to two educators so different in many respects, who however agree in their belief in the ultimate power of knowledge to develop character. Spencer, Mann and a host of others might be cited in the same connection. *What* knowledge is of import to the individual is indeed a serious question, but one too complex for treatment in this paper. One thing is certain, however, that a knowledge of moral phenomena has a practical relation to the moral life.

It is common to oppose life and theory. They certainly are not identical, but theorizing is a part of life. Constructive and critical thought attempts to make clearer the meaning of life, and in ethics suggests an ideal that is not, but should be, realized in life so far as thought has been accurate in method and true to human nature as described

by science. Again, objection is frequently made to analyzing our deepest interests. Moral instincts, motives and character are deemed too sacred to be subjected to careful scrutiny. Life is supposed to consist in feeling and action, to which hampering thought is merely external. Quite true it is that when the soul is most in touch with the beautiful in art or nature, one feels, and so is it in the deepest religious experiences. One is most moral in spontaneous, warmly sympathetic action. But one must come down from the heights, the ecstasy or the assurance must be crushed in the mill of logical thought or cast into the furnace of criticism, only to reappear refined, purified, strengthened. On some such process all mental growth depends, and religion and art as developments cannot be taken as matters of feeling alone. No one would deny that it is through the analytical study of music that a keener appreciation of it is won.

Theology, philosophy and the psychology of religion are recognized as being indispensable to the promotion in society of any efficient and noble religion. If then duty and interest impel us to reflect calmly about the nature of God and to analyze our personal attitudes to him, surely the moral relations between men may well be given a similar attention. Life itself is the stuff for scientific observation and theory, and that science has the highest utility which deals with those aspects of life that most concern us. The value of feeling is increased by its being understood, and only thus is action rendered efficient.

This suggests at once, however, the opposed idea, that of the danger to the individual from ethical study. Such study has a manifest value to society if one writes or teaches anything worth while; but it is not always calculated to secure the harmonious development of the student. The special dangers are that it may be too destructive in criticism; that it may fill the mind with new ideas apparently irreconcilable with one's practice, ideas which one fails to make a working hypothesis for

life; that it may arouse grave doubts whose resolution is either long deferred or never comes; and consequently that it impedes rather than aids useful reactions in the world. The remedies are not to take one's doubts too seriously; to remember that one's views are tentative and more knowledge is needed; and meanwhile to act steadfastly in accordance with one's present light, especially that of those instincts and habits which are the result of good parentage and training. "A little learning is a dangerous thing," unless, like Socrates, one knows one's ignorance. Thus, while honest doubt is a great factor in the development of character, it is prudent to temper it to the capacities of students. The aim must be to enable students to overcome their own difficulties.

This suggests the type of ethical study that might best fit the normal student for after life. It must, as compared with university courses of a more searching nature, be often dogmatic. It cannot afford to plough up the whole field of morality and expect the student in thought to make a fresh start. It will state many principles as settled and stimulate the student to independent reflection only where this can be fruitful. It may well be practical through its survey of some specific moral and social problems, such as common honesty, marriage, the liquor question, amusements, the evils of the slums, and so forth. Moral principles may be studied in their application rather than in the abstract alone. A course might well lay more stress on the psychological side of ethics than is usual, noting the nature and development of the moral consciousness and drawing conclusions which would tend to point out the ideal of conduct and to establish moral principles. Such a course, with its attention to the facts of mind and society in their relation to human ideals, if simple in its methods and suggestive rather than comprehensive, might be made both interesting and helpful to students two years out of our high schools.

Art of all forms and particularly literature may be of immense value in moral education

through their ability to put the student in touch with a wealth of ordered, harmonized experience and to train his emotions and imagination, both such essential factors in the moral life. This value the teacher should recognize and aim to secure. The question naturally arises whether literary study might not fulfill the functions of a course in ethics. In the drama, for instance, one can study moral situations, character, motives and ideals. This undoubtedly may be of immediate value in the development of the student's character, but it is insufficient unless the teacher is himself trained in ethics and can lead the student to reflect more clearly on moral problems as such. The drama inspires to syntheses of moral ideas rather through the imagination and intuition than through abstract reasoning, though the latter is also a factor. The student may therefore assimilate moral ideas connected in an order normal and ideal, but *how* he came to accept such ideas and relate them thus he may find it difficult to tell. It is the *why* of the moral life, however, that ethics aims to discover: and one who is to be a teacher should be able to give reasons for his faith and to convince others that his ideal is a noble one.

Ethics would then seem to be the best means of leading one to understand the moral life. One may remark, however, that good results might be secured without giving a specific course in ethics; the subject might be dealt with as one aspect of a course in educational ideals.

Our limits of time and space, already exceeded, prevent any adequate consideration of one side of the problem which may perhaps be vital. To treat of it is however to question a principle which seems universally accepted by our normal schools, that of co-education. If man and woman are in their total constitution so different as some investigations would indicate, it follows that their education should be different at least in many of its features. While ethics might be an essential study for men, according to some views such a critical discipline would rather be detrimental to women. Women are of such great

value as teachers of children in part because of the predominancy in them of intuitive powers, sympathy and discriminative feeling. Would ethical study really develop them either as women or as teachers? No definite solution of the question can be ventured here, though one must admit it to be a central point in the whole discussion in view of the fact that a large majority of normal school students are young women. The fact is, no general answer is adequate; women differ among themselves as do men, and for many of each sex ethical study is either useless or detrimental, while many women have marked capacities for abstract thought.

It must be remarked that all progress is not made through one's own doubt, that it need not be in immediate dependence on criticism,

or in brief, that reflection is not the only condition of progress. Assimilation of new ideas and adaptation to environment may go on half consciously through such forces as imitation and suggestion. The intuitive imagination takes a short cut to its goal, which may be none the less noble and true because the mind did not follow the devious paths of thought.

It need hardly be mentioned that this paper has no direct reference to the policy or conditions of our own Normal College. The writer feels that we are indeed fortunate in being able to have courses given in a subject which in some form he deems essential to the adequate training of teachers,—courses given by one of such experience with life and thought, and whose services to this institution have been so great.

Witchin' With Their Eyes

MINNIE HUNTER, '02

I'd orter lick them young'uns
 'Bout a dozen times a day,
 For they cut up awful capers
 In their tantalizin' way.
 But when I get 'em 'round me
 My anger quickly dies,
 For the pesky little beggars
 Go to witchin' with their eyes.

" 'Taint no way to bring up young'uns "
 So all the neighbors say,
 An' I know the Scriptur' backs 'em up
 In thinking that a-way;
 But I wonder if the feller
 Who wrote them words so wise
 Ever saw the little beggars
 Witchin' at him with their eyes.

Hate to go agin the Gospil,
 Hate to spoil the young'uns, too!
 But under sech conditions
 What's a feller go'n to do?
 For my hand'll get so shaky
 An' the pesky tears'll rise,
 At thot o' one who never more
 'Ll witch me with his eyes.

The Babbitt Pioneer Collection

MARNA RUTH OSBAND

A PART of the collection of pioneer relics in use prior to the dedication of the Normal school at Ypsilanti in 1852, and gathered through years of research by Mrs. Florence Smalley Babbitt, is now on view at the Normal college. Mrs. Babbitt hopes to complete it in time to make the formal presentation to the school next year at the Normal's fiftieth anniversary.

Although Washtenaw county has been settled only about eighty years, Mrs. Babbitt has been unable to find many once common utensils (even a tinder-box is missing), and she appeals to Normal alumni to help her. The gathering of the collection, which already numbers over 150 specimens, has been a labor of love on the part of Mrs. Babbitt, who has been interested in the school ever since, as a child in arms, she attended its dedication exercises. It is an object lesson in pioneer history and customs that the younger generation find very fascinating and that will be of great interest to pioneer societies.

Perhaps the greatest local interest attaches to the tiny, faded program of the first graduating exercises of the Normal in 1854, which was preserved for forty-five years by Miss Alzina Morton and given, after her death, for this collection by her sister, Mrs. Amanda Holmes. The three members of the class are all dead, Helen C. Norris, wife of Hon. John S. Estabrook of Saginaw, having been the first to go. The principal was A. S. Welch. The program reads:

EXERCISES OF THE GRADUATING CLASS

1854

Hymn by the school

Prayer—Music

"We are what circumstances make us."—

Alzina Morton

"Eminent women"..... Helen C. Norris

Music

"Religion in other times".....J. M. B. Sill

Music

Closing address.....By the principal

Music

The collection also contains the first catalogue of the Normal, the brass call-bell used by the first preceptress, Miss A. S. Rogers, to call the classes together, and a plate owned by the first janitor, Robert Morton, Sr.

A copy of the Illustrated Family Christian Almanac, published by the American Tract Society in the year the Normal was opened, is also of interest.

Nearly every pioneer for whom an Ypsilanti street was named is represented. The Normal campus faces on Brower and Cross streets, and these families are represented by china. From an old blue plate made by Clews in 1819, bread made from the first wheat raised in Washtenaw county was eaten. The wheat belonged to Daniel and William Cross, who owned most of the land around the Normal. A quaint thread box was used in 1834 by Mrs. Harriet Larzalere, for whom Harriet street and Larzalere's addition were named. The Emerick family, to which Judge Frank Emerick of Alpena belongs, is represented by a pair of handsome brass candlesticks brought here in 1830 by Jacob Emerick, Sr., and by a brass kettle 150 years old, brought by the family in 1826.

Among the relics of noted people are a white earthen gravy tureen, tray and ladle, owned by Samuel Newberry, the first president of the state board of education, and given by his daughter, Mrs. John J. Bagley; a black stone inkstand owned by Judge Chauncey Joslin, first mayor of Ypsilanti; a beautiful copper warming-pan made in 1790 and used in the family of Horatio G. Shelden, an early register of deeds in Washtenaw county; a small basket brought from Niagara Falls in 1850 by Mrs. Minerva Rumsey Mundy, widow of Michigan's first lieutenant governor, and an ornate wooden inkstand with two wells used by General Lewis Cass while territorial governor of Michigan. A great

cow-bell worn in 1840 by the cow of the famous Michael Casey will recall to many an alumnus the warfare engaged in for forty years between a curious character living near the school and successive generations of students.

In 1831 there were two potteries near Ypsilanti. The one on the Dexter road owned by Captain James Jones, father of Mrs. Charles Woodruff, is represented by a brown jar made in 1831 by R. C. Taylor, and that near the Tamarack swamp in Pittsfield, on the farm owned by the father of City Engineer Wood-

ily, Saline; a large pewter platter used in 1771, the gift of Mrs. Ann W. Bassett of Ypsilanti; a wood-framed foot stove used over 100 years ago, and given by Randell Bass of Ypsilanti; a quilling iron made in Scotland over 100 years ago and brought to Belleville in 1841 by Mrs. Mary Campbell; a clothes-pin made in 1810; a chopping knife made from the blade of a grain cradle in 1810; a very old copper teakettle given by Prof. Austin George; a pewter plate 150 years old; brass kettles made in 1820 and 1826; wool cards over 100 years



ard of Ypsilanti, by a brown earthenware milk pan, made in 1832, by David Klice.

A fifty-year-old stone jug donated by Mrs. Mary Mansfield Crane of Ypsilanti, bears the imprinted card: "Moore & Foote, dock, foot of Cass street, Detroit, dealers in groceries, white fish, glass, cutlery, ship chandlery, anchors and chains."

There is also a fine collection of mortars and pestles once owned by Dr. John Winthrop Babbitt, a graduate of Burlington, Vt., college in 1822, and an early settler in Ypsilanti.

Some of the oldest articles are a wooden trencher, 150 years old, from the Gillett fam-

ily; a pair of wooden pocket combs used by men 60 years ago; a bake-oven shovel used by the Kishlar family in 1820, and a set of samplers worked in 1819 by Elizabeth Van Sickle, one of which bears the cheerful inscription:

This work in hand my friends may have
When I am dead and in my grave.

There are skillets, brass dippers, shovels, wafer seals and other interesting articles by the dozen, but perhaps the most complete part of the collection is that devoted to early methods of lighting, with the trays, snuffers, candle molds and other accompaniments of

the candlestick. Among these are some very curious and valuable lamps. Mrs. S. A. Durand of Ypsilanti gave a glass whale-oil lamp with pewter top, in use for over 100 years, and also one of the first made coal-oil lamps, still with its original chimney and globe. The purchaser of this hall lamp also bought six barrels of coal oil for it, fearing he would not be able to get any more. Another whale-oil lamp with glass pendants, later converted into a coal-oil lamp, belonged to "Granny" Harris, a famous midwife, who claimed to be "fairy godmother" to 1,300 children. Another night lamp, used in 1850 by the Chidister family, still contains whale oil.

Ten of the rarest specimens of the collection appear in the accompanying photograph.

Counting from left to right the pictures represent: 1 A very rare type of burning-fluid lamp, glass, with pewter top, patented in 1850, given by Mrs. Carrie Cross of Cherry

Hill. 2 One of a pair of brass candlesticks brought to Ypsilanti in 1830 by Jacob Emerick, Sr. 3 A low pewter candlestick used in 1845 in the family of Jacob Polhemus of Ann Arbor. 4 Brass whale-oil lamp, a wedding present in 1843 to Mrs. Julia Truxton Talbot Smith of Pontiac, granddaughter of Commodore Truxton. 5 Blue glass burning-fluid lamp belonging to Mrs. Marguerite McF. Trowbridge, of Adrian. 6 A very rare brass whale-oil lamp over one hundred years old, given by Mrs. Alfred Jarvis of Ypsilanti. 7 A rare pewter vestal lamp, one hundred fifty years old, brought to Freedom very early, bears as hallmark an angel with flaming sword and scales, encircled by the name I. T. Schroeter; gift of E. T. Thompson, son of Ypsilanti's mayor. 8 A pewter whale-oil lamp sixty years old. 9 A silver candlestick seventy years old. 10 A pewter candlestick brought to Michigan in 1840 by ex-Alderman M. H. J. Leighton of Ypsilanti.





Departmental

Training School, Ninth Grade

"THE LAST OF THE MOHICANS."

The "Last of the Mohicans" as a whole is extremely pathetic and overwhelmingly cruel. The death of Uncas and Cora, the grief of Chingachgook and Munro, and Magua's melancholy career are deeply pathetic; the killing of the babe before its mother's eyes, the massacre at Fort William Henry, the departure of Munro's army from the fort, and the departure of Magua from the Delaware camp with Cora are all brimful of cruelty.

Some of the characters, Hawkeye for example, are real and lifelike, but on the whole his characters are rather faulty, so many of them seeming to be made in such a manner that he can use them in whatever way will best suit his purpose. He seems to describe the Indian better than the white man. Magua and Uncas, both Indians, though their characters are entirely different, the first being daring, revengeful, cunning, superstitious, boastful and cruel, and the latter being, daring, brave, super-

stitious and modest, are the most interesting characters. Of the two, Magua plays the most important part in the story.

Cooper's style of writing is also rather faulty, his attempts at humor being not at all successful. But in his nature descriptions he shines indisputably. They are beautiful and forceful, being suited to each scene. Hardly enough can be said in praise of him on this point.

The working out of the story should also be praised, but in some instances carelessness and inaccuracy are shown. The climax is reached at the death of Uncas and Cora and ends with the death of Magua. The story could hardly have had a more pleasing ending though it is extremely disappointing as it is.

Cooper's chief object in writing the story must have been to show the life and character of the Indian. It also gives us a strong example of the evil influence of liquor, and, through Chingachgook and the high-souled Cora we are brought more into sympathy with the Indians and the colored people, the former of whom were being robbed of their hunting grounds by the people of our own race.

This book of Cooper's is very much like Scott's Ivanhoe in that it has an historical foundation. The incidents related also have a peculiar mixture of reality and romance. But their styles of writing differ greatly and while they both excel in nature descriptions, they are also widely different.

ANNA BRADY.

HAWKEYE

A Character from "The Last of the Mohicans"

Deep in the wilderness, on the bank of a swift stream, one day during 1757, two men sat talking to one another.

One of them was an Indian. But the other seemed to be a white man. His general appearance would have suggested to one's mind the thought that he had spent a long time in the woods, enduring the hardships of the life of a warrior and a hunter.

He was tall, but far from fleshy, and looked very strong. His face showed what his character was—honest and sturdy.

He was dressed in a green hunting-jacket, and buckskin leggings which were laced at the sides. He wore Indian moccasins, and a cap which was made of skins. Around his waist was a belt of wampum in which he carried a knife, pouch and horn. He had no tomahawk, but near him a long rifle was leaning against a tree.

Because he always carried this rifle and was such an expert marksman, he was called by the Huron Indians, "La Longue Carabine." But by his friends, the Mohicans, he was called Hawkeye. This was not an inappropriate name, for his eyes were small and keen and wandered unceasingly over every object within their reach.

For many years this man, who was a famous English scout, had lived with the Mohican Indians, and had acquired many of their habits, but he always emphasized the fact that he was a true white man, or as he said, "a man without a cross," and his life in the woods had not made him entirely destitute of a white man's feelings.

He was very generous, honest and brave, and always ready to do his part in the wars against the hostile tribes of Indians; still, he was thoughtful, and had a habit of telling, in a musing way, what his thoughts were. He appeared to be somewhat superstitious at times, yet he was so well acquainted with nature, and Indian warfare, that it was only occasionally that he had cause to show superstitious fear.

For the life he led, and the training he had received, he was a noble character, but at the same time one whom his enemies might well fear.

IRENE CLARK.

The Library

In that interesting collection of papers, "Books that have helped me," Brander Matthews writes: "From *The Book Hunter* I learnt a reverence for a book, a respect for it as the shrine of wisdom, a regard for it as a thing of beauty in itself." It is this sentiment of respect and reverence that stirred the hearts of two men to re-ennoble the craft of

bookmaking, with the final result of the works known by the names of the presses which produced them—the Kelmscott, and the Roycroft. Contrast could not be more unique than between the two men who established these presses, namely William Morris and Elbert Hubbard.

Morris, an Englishman, was poet, scholar, artist, manufacturer, socialist—and finally printer. Born in 1834, he went up to Oxford in 1851 where he formed the lifelong friendship with Burne-Jones, which lasted in closest intimacy throughout life—a life always intense and successful in the several interests which absorbed him. Probably about 1883 he conceived the idea of printing, but the Kelmscott press (named for his old manor house) was not established at Hammersmith until 1890. Going back to the time when printing was in its highest perfection he studied its products and processes with a view to their application to existing needs and circumstances.

The problem of producing a beautiful book was to him four-sided. First, the paper, its quality, durability and tone; second, the type must be well designed "by an artist, and not by an engineer;" third, the spacing; and fourth, the all important question of the position of the matter on a page, according to the ancient and logical idea that the inner margins be narrowest, the top somewhat wider, the outside still wider and the bottom widest—this because the unit of a book is not a single page, but the two pages of an open book. Further the ornament must form a part of the artistic whole of a page. Morris himself designed the three fonts of type, the Golden, the Troy, and the Chaucer type, and also every ornament used in the Kelmscott Press publications, except the figure subjects. The first book was *The Story of the Glittering Plain*, printed in Golden type in 1891.* The last, and perhaps greatest work of the press, was the Kelmscott Chaucer finished in 1896, but four months before the death of Morris, whose last work was its magnificent borders, while the

*There is a fac-simile reprint of this book in the college library.

eighty-six pictures were designed by Burne-Jones. With the death of Morris the Kelmscott press ceased to exist, and later the type was sold.

Elbert Hubbard and his Roycroft press at East Aurora, N. Y. are an American counterpart of Morris and the Kelmscott. Mr. Hubbard has chatted so delightfully of himself in a recent *Cosmopolitan*, and is to be at the college so soon in person that a few words only are necessary. A bright Illinois farmer lad, at 15 he left school, and soon "skipped out for the west and became a cowboy; tired of this I went to Chicago, worked in a printing office, peddled soap, shoved lumber, read all the books I could find, wrote letters back to a county paper, etc., etc."

Later he began to write and finding no publisher, he decided to print for himself, started *The Philistine*, bought out the village printer, and gradually expanded a business that is now many sided but artistic, and worthy in all, its motto being "Not how cheap, but how good." In 1892 a visit to the Kelmscott press filled the head and heart of Hubbard to do like things. He named his press Roycroft, half after two London printers who made beautiful books in the seventeenth century, and half for the significance of the name, Kingscraft.

The college library has just received The poems of Edgar Allen Poe, done by the Roycrofters. It is earnestly to be hoped that this book and other fine editions in the library will lead the students to "A Reverence for a book as a thing of beauty in itself."

RIGHT GOOD IS REST

These lines were written by William Morris and embroidered by his daughter on the valance of the old bed in Kelmscott Manor in which the poet slept:

The wind's on the wold
And the night is a-cold
And Thames runs chill
'Twixt mead and hill;
But kind and dear
Is the old house here.
And my heart is warm
Midst winter's harm.
Rest then and rest,

And think of the best
'Twixt summer and spring,
When all birds sing
In the town of the tree,
And ye lie in me
And scarce dare move
Lest earth and its love
Should fade away
Ere the full of the day.
I am old and have seen
Many things that have been
Both grief and peace
And wane and increase;
No tale I tell
Of ill or well,
But this I say,
Night treadeth on day,
And for worst and best
Right good is rest.

RECENT ACCESSIONS TO THE COLLEGE LIBRARY

- Minor, J. ed. Goethe's Faust. 2 v.
Rimbaud, A. Civilization contemporaine en France.
Dawson, W. H. German life in town and country.
Scott, Sir W. Familiar letters. 2 v.
Stillman, W. J. Autobiography of a journalist. 2 v.
Moody, W. V. Poems.
Courthope, W. J. Life in poetry, and law in taste.
Macdonell, A. A. Sanskrit literature.
Waliszewsky, K. Russian literature,
Dowden, E. Puritan and Anglican: studies in literature.
Hoar, A. W. Evolution of the English bible.
Allen, A. V. G. Life and letters of Phillips Brooks. 3v.
Stephen, L. ed. Letters of John Richard Green.
Cary, Elizabeth L. Tennyson, his homes, his friends, his work.
Farrar, F. W. Life of Lives, further studies in the life of Christ.
Mabie, H. W. William Shakespeare, poet, dramatist and man.
Stedman, E. C. American anthology.
Simonds, W. E. Introduction to study of English fiction.
Stoddard, F. H. Evolution of the English novel.
Shakespeare, W. Twelfth night. Variorum ed.
Tyler, M. C. Literary history of American revolution.
Kimball, L. G. Structure of the English sentence.
Baskervill & Sewell. English grammar.
Parker, G. Right of way.
Peacock, T. L. Headlong hall.
Peacock, T. L. Nightmare abbey.

- Smythe, H. W. Greek melic poets.
 Macalister, R. A. S. Ecclesiastical vestments.
 Fiske, J. Through nature to God.
 Fiske, J. Life everlasting.
 Putnam, D. Text book of psychology.
 Jastrow, J. Fact and fable in psychology.
 Headley, F. W. Problems in evolution.
 Huxley, Thomas Henry. Life and letters. 2 v.
 Law, J. Colonial history of Vincennes.
 Flanders, H. Lives of the Chief justices of the Supreme court.
 Marshall, John. Writings upon the federal constitution.
 Courtney, L. Working constitution of the United Kingdom.
 Brooks, Geraldine. Dames and daughters of colonial days.
 Gordy, J. P. Political parties in the United States, Vol. I.
 Bullock, C. J. Monetary history of the United States.
 Jenks, J. W. The Trust problem.
 Smith, H. A. Thirteen colonies. 2 v.
 Dunning, W. A. Essays on the civil war and reconstruction.
 Lee, G. C. Source book of English history.
 Gross, C. Source and literature of English history.
 Lang, A. History of Scotland, Vol. I.
 Barrington, B. C. Magna Charta and other great charters of England.
 Mumford, J. K. Oriental rugs.
 Sturgis, R. Dictionary of architecture. 3 v.
 Leonard, J. W., ed. Who's who in America, 1902.
 Landon, A. H. N. China and the allies.
 Torrey, J. Studies in chemistry.
 Preacott & Johnson. Qualitative chemical analysis, ed. 5.
 Newth, G. S. Inorganic chemistry.
 Watson, W. Text-book of physics.
 De Morgan, A. Studies and difficulties in mathematics.
 Loomis, E. S. How to attack an exercise in geometry.
 Row, T. Sundera. Geometrical exercises in paper folding.
 Shaw, E. R. School hygiene.
 Schmidt & Miles. Training of the body.
 Porter, J. G. Stars in song and legend.
 Lamborn, R. H. Dragon Flies vs. mosquitoes.
 Howard, L. O. Mosquitoes.
 Atkinson, F. Studies in American fungi.
 Clute, W. N. Our ferns in their haunts.
 Cooke, M. C. Rust, smut, mildew, and mould.
 Gerrish, F. H. Anatomy.
 Korschelt & Heider. Text-book of embryology, 4 v.
 Bird lore, V. 2.
 Bulletin of American geography, V. I.

... THE ...
NORMAL COLLEGE NEWS

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Editorial

The stories and reviews written for the prize contest are now in the hands of the committee of three faculty members: Dr. B. L. D'Ooge, Miss Pearce and Dr. Mary Blount. The names of the successful contestants and their papers will appear in the March number of the NEWS.

Many letters from the alumni subscribers have come to us stating the benefit derived from the articles on departmental work. Mr. Gorton having completed the list of apparatus necessary for a high school laboratory in teaching physics, will gladly answer, through our columns, any questions regarding the work. Professor Strong, who is now in Florida, will continue his most enjoyable talks on the stars after his return. The excellent papers on physical training by Miss Mann, and drawing in the grades by Miss

Goodison, will be followed in the March number by an interesting paper on manual training by Miss Boardman, special teacher and supervisor of manual training.

The pupils of the training school are doing strong work in English. A series of papers illustrative of the actual every-day work in the various grades, will be given in the NEWS. This month some typical work of the ninth-grade pupils has been selected. It consists of a review of Cooper's "Last of the Mohicans," which the grade has been studying, and of sketches of some favorite characters.

"Girls' Social League"

Some of the girls of the college conceived the idea of organizing a society or league, the purpose of which was "to further the social life of the girls of the college, and to bring about a closer relation between students and faculty." After consulting with different members of the faculty, it was decided to call a meeting for the purpose of organization, after chapel, December 4. At this meeting nominating committees for officers and members of the executive board were appointed who were to report at the next meeting which was held on the following Wednesday, December 10. At the second meeting reports were made and the following officers elected: President, Anna Thomas; vice president, Jessie Doty; secretary and treasurer, Miss Ray; members of the executive board, Mesdames Burton and Pease, the Misses Roe, Emma Parmeter, Inez Clark, Donna Riblet and Ruth Thomas.

Saturday evening, January 19, the first step toward carrying out its purpose was taken in having a reception at the gymnasium. The room was very prettily arranged, and showed labor on the part of some of the girls, at least, who were well repaid by the large company and the general good time which prevailed during the entire evening. The evening entertainment opened with a grand march, after which various musical selections were given. About the middle of the even-

ing a business meeting was called at which the minutes of the last meeting were read and approved. Mrs. Pease then read the constitution which had been drawn up, and it was accepted. The rest of the evening was spent in dancing and singing by most of the company, until one by one the crowd dispersed.

The Constitution is as follows:

Art. I.—Name. This organization shall be known as the "Girls' Social League."

Art. II.—Membership. The following shall be eligible to membership:—(a) any girl enrolled in any department of the college; (b) any lady member of the faculty; (c) wives and other lady members of the families of college professors.

Art. III.—Object. The object of this organization shall be to further the social life of the girls of the college, and bring about a closer relation between students and faculty.

Art. IV.—Officers. The officers of this organization shall be President, Vice-President, and Secretary, and an Advisory Board of seven members. The three officers shall ex-officio be members of the Board.

Art. V.—Duties of Officers. (a) President. It shall be the duty of the President to preside at all the meetings and to instruct the Secretary as to time and place of calling the meetings. (b) Vice-President. It shall be the duty of the Vice-President in the absence or disability of the President to perform her duties. (c) Secretary. It shall be the duty of the Secretary to keep a list of members, to keep a record of all meetings, to call all meetings, on order from President, and to handle whatever moneys shall be received or

disbursed by the organization. She shall also keep a record of the proceedings of the Advisory Board. (d) The Board. It shall be the duty of the Board to arrange plans for the carrying on of the organization, submitting them from time to time for the approval of the organization.

Art. VI.—Eligibility to office. The three officers shall be chosen from the student body. The Advisory Board shall consist of four students and three faculty members. The faculty members shall be chosen for three years, one being chosen each year.

Art. VII.—Election. The main election of the officers shall take place the first Wednesday in June. At that time there shall be chosen the three officers, two student members of the Board, and one faculty member. The remaining two student members shall be chosen the first Wednesday in November. It shall be the policy of the organization to have upon the Board each year two seniors and two under-classmen.

Art. VIII.—Voting. The election shall be by ballot, names to be presented by a nominating committee of five, appointed by the President two weeks previous to election. A majority of votes cast is necessary to election.

Art. IX.—Special elections. Temporary vacancies in office shall be filled by the President. In case of a special election being necessary, two weeks notice of the same shall be given.

Art. X.—Amendments. This Constitution may be amended by a two-thirds vote of the organization. Two weeks notice of the same shall be given.



Locals

Hugh Conklin, of Owosso, was a Normal visitor during the week of January 13.

Fred G. Ellis has been appointed baritone soloist in the Central M. E. church choir in Detroit.

Dr. B. L. D'Ooge and Mr. F. R. Gorton gave a lecture on Athens, before the Grand Rapids Ladies' Literary club, Saturday, January 25.

Chester A. Sheppard writes that everything is O. K. with him in Quinnesec, Mich., where he is superintendent. Two extra teachers have been added since fall and an increase in wages is in sight.

Allen Wood, '00, who has been taking a degree course in the Normal, has accepted a position in the high school at Cheboygan, as instructor in the physical sciences. His predecessor, Mr. Stowe, a former Normal graduate, goes to the Philippines to teach.

Saturday evening, January 18, Miss Foster and her fifteen training school assistants were royally entertained at the beautiful home of Miss Edna Childs, on Congress St. Games were indulged in until a late hour. A dainty spread was served. The evening closed with a musical program, which was enthusiastically received.

The Normal debaters are preparing for the preliminary contests to choose a team to meet M. A. C., each of the three literary societies and the two debating clubs selecting one contestant and the school at large three, from whom a team of three are secured by a general debate. The prizes in the finals are (1) a \$40 set of the World's Best Orations, (2) 20 volumes of the American Statesmen series, (3) an International dictionary.

Professor Pease, organist, and Misses Ruby Pratt and May George, pianists, gave the Tell overture at chapel exercises, January 14.

The Normal Y. W. C. A. gave a "membership tea" in Starkweather hall Saturday afternoon, January 11, to members and ladies of the faculty.

Mr. Cramer, formerly assistant in the science department of the Normal, has accepted a position as professor of zoölogy and curator of the museum in the State Agricultural College at Manhattan, Kansas.

Dr. Scott, M. A., of the Normal school at Toronto, Canada, and Dr. McCabe, M. A., of the Normal school at Ottawa, Canada, were Normal visitors Thursday, January 16, 1902. They are on a leave of absence for the purpose of visiting the Normal schools in the "States." They were much interested in the training school and gymnasium and in fact went the rounds.

The Junior class, feeling that a better acquaintance and closer friendship between the members would be highly conducive to class spirit and would add much pleasure to college life, spent a social evening at the gymnasium Friday, January 17.

The girls' gymnasium was prettily decorated in orange and black and was the scene of games and pleasant social intercourse. The boys' gymnasium was occupied by the dancers. The evening passed very quickly and all felt that the Junior class had scored a social success. The class organization now has about 190 members and the juniors who have not identified themselves with this organization are losing the benefits and pleasures which they might enjoy by so doing.

Miss Mabel Whipple, of Novi, is the guest of Mr. and Mrs. John Comstock.

Mrs. VanTuyt has been spending a week in town, giving much pleasure to Sorority friends.

Professor F. A. Barbour will address the Detroit Principals' Association next April on "Two types of literary art as represented by 'The Raven' and 'Thanatopsis,'" and Professor Julia King, May 12, on civic education.

Friday evening, January 24, in Mr. Lathers' room, was given the play, "Thirty Minutes for Refreshments," which showed that a great amount of labor had been expended on the part of the participants and it was heartily enjoyed by a large and appreciative audience.

Professor E. A. Strong will spend the winter in Florida. A card from him says that he visited the Exposition at Charleston, S. C., and adds that the exposition, when fairly going, will be a fine affair. He attended the impressive "Liberty Bell" exercises January 10, and had the pleasure of going from Philadelphia on the train with the bell.

Francis G. Russell, the well known Detroit attorney, who died January 11, graduated from the Normal in 1858. Mr. Russell was president of the first Lyceum ever held in the Normal. One of the admission tickets to the first Lyceum is now in Mrs. J. Willard Babbitt's possession, and will soon be placed in the valuable collection which she has made for the college, a notice of which is found elsewhere in this number.

A party of sixty students from the Eastern High School, Detroit (mostly in the science courses), came out by special car to visit the Normal Friday morning, and go on to the University in the afternoon. They were accompanied by their professor of physics, Mr. Fred Andrews, and of chemistry, Mr. Richard Putnam, both old Normal boys—and by Mrs. Andrews (née Benedict), whose sister is a member of the present Conservatory quartette, as was Mrs. Andrews when a student here. Fifty of these students expect to enter the Normal next October.

The Shakespeare club met with Miss Stevenson Saturday evening, January 11.

Those at chapel Wednesday, January 22, listened with pleasure to Miss Robertson's solo, which was very prettily sung.

Rex Buell, the pianist in Whitmire's orchestra, has written a new two-step. The name is "Trump" and we hope when published that it will prove to be one.

Twenty-two students completed the life certificate course last term and will be granted their diplomas in June. Of those who graduated the following have positions: A. F. Wood, science and mathematics, at Cheboygan; Gertrude Greeley, grade work at Marcellus; Charlotte Paton, arithmetic and geography, in fifth, sixth and seventh grades at Sault Ste. Marie; Frances Mercer, grade work at Durand.

The University Normal club at Ann Arbor is a pleasant organization dating back several years, with the double purpose of pleasant times for old Normal students in the U. of M. and of fostering in all ways cordial relations between the two institutions.

The first meeting of the year was held Saturday evening, January 26, with Mr. and Mrs. Severence (née Lane), both of the Normal class of '91. About fifty were present including some members of the Normal faculty, and it proved to be (what it really is) an alumnae reunion fairly rivaling those annually held during the Teachers' Association in December. Mr. Clifford Upton, '98, is president, and Miss Georgie Covert secretary.

Among those present were Dr. Perry Trowbridge, '82, and Mrs. Trowbridge, Mr. and Mrs. Tom Paton, Mr. and Mrs. Carick, Mr. and Mrs. W. P. Bowen, Misses Kate Thompson, Edith Holmes, Orpha Worden, Stella Baker, Angeline Wilson, Alta Chase, Miss Kay, Messrs. Hugh Agnew, Paul Agnew, Ed. Murray, Fox, Bowle.

It is understood that the next meeting of the club will be at the Normal, and entertained in the library.

Miss Clara Southworth has accepted a position as teacher in the schools at her home.

Mrs. W. H. Sherzer entertained the Sigma Nu Phi girls and their friends at cards, at her home on Summit St., Saturday evening, February 1.

Miss Putnam as faculty member of the Girls' Social League, entertained a number of the girls at her pleasant home on Forest Ave. Wednesday afternoon, January 29.

Reverend Philip Markham Kerridge, of Providence, R. I., has, through Bishop Potter, become vicar of the pro-cathedral in New York City, as the successor of Rev. Robert L. Paddock. Mr. Kerridge is the son of Reverend J. M. Kerridge, a prominent Methodist minister in Michigan, and was a Normal Conservatory student ten years ago.

During the past year athletic training in M. N. C. has taken a long step forward. In the past few years our college has become almost a girls' seminary. What we want, what the college wants is more boys. Let us put our standard of athletics above par and thus offer an inducement to the "cream of the sterner sex!" We have a man at the head of the work who is an artist in nearly all lines of athletics. Coach Teetzel is the man to whom credit is due for the improved work of the past year. Students of the Normal, let us show our appreciation by greater interest along the athletic line.

The lecture on practical sculpture by Lorado Taft at Normal Hall Friday evening delighted an audience that packed the hall. Mr. Taft is an entertaining speaker, and very clearly showed the various processes of clay modeling, marble sculpture, taking of plaster casts, etc. He modeled a bust of his assistant from life, and showed by a model how various effects are obtained, changing the clay from representing youth to age, happiness to anger or sorrow, and similar secrets of his art. The lecture was exceedingly interesting and contained much valuable information concerning sculptures and sculptors, in addition to the practical demonstrations.

Miss Edith Garrison was out of her classes, ill for a few days.

The extra music in chapel Wednesday, January 29, was a solo entitled "Evensong," by Wickede, sung by Miss Eva Chase.

The sophomore class organized with the intention of being the best sophomore class that the Normal has ever had. We may not be able to make as much noise as the seniors and juniors, but we can do just as loyal, earnest work. Every sophomore who is willing to do his best for the honor of his class and his alma mater is invited to wear the purple and white and shout for the class of '04. The class officers are as follows: President, Mr. Foreman; vice-president, Miss Benedict; secretary, Miss Paton; treasurer, Mr. Thomas; chairman of executive committee, Mr. Mowry; sergeant-at-arms, Mr. Sprague; reporter, Miss Lockwood; class kicker, Mr. Washburn; yellmaster, Mr. Rogner; manager of athletics, Mr. Faucher.

An excellent recital was given in Normal hall, January 29, by a number of Conservatory pupils, the following program being rendered:

Waltz in B minor, for piano	Chopin
Miss Edith Shepard.	
Song, "O, Dry Those Tears"	Del Riego
Miss Mabel Carlton.	
Butterfly, for piano	Grieg
Miss Ella Wolf.	
Song, "Evensong"	Wickede
Miss Eva Chase.	
Duet, "True Love is Not for a Day"	
(from Maid Marian)	DeKoven
Miss Haidee Mundwiler,	
Mr. Howard Brown.	
Fifth Valse, for piano	Durand
Miss Edith Stewart.	
Song, "Your Voice"	Denza
Miss Winifred Skelton.	
Sonata in D minor, for piano (1st	
movement)	Beethoven
Miss May George.	
Song, "Daffodils,"	Helen Irene-Cowell
Miss Margaret Wasson.	
In Blossom-Time	Needham
Miss Blanche Robertson.	
Laus Deo, for organ	Dubois
Mr. J. C. Winton.	

Miss Maude Vaughan was at her home in Hillsdale for a few days on account of the illness of her mother.

The athletic association have given out "N's" to fourteen football men. Last year very neat and durable caps with monograms were given to the team. This year they have taken a step farther and it is hoped that in another year it will be able to give sweaters to the men.

The first Conservatory recital of this quarter given in Normal Hall, Wednesday, January 15, was especially fine and very well attended. The participants were as follows: the Misses Quigley, Lowden, Pease, Lawton, Riblet, Beardsley, Brabb, Fletcher and Benedict; the Mesdames J. L. Hawk, Clara Sisson and Mr. Satterla.

The seniors have appointed a committee to investigate the question of an *Aurora*.

Ypsilanti is to have a music festival this year, in connection with the annual Normal choir concert. The famous Cincinnati Symphony Orchestra, under Frank Van der Stuecken as director, has been secured for two concerts, one in the afternoon, an orchestral concert, and one in the evening in connection with the Normal choir. The Cincinnati orchestra has attained a high rank among musical organizations, and a rich treat is in store for Ypsilanti. The soloists for the concerts will be furnished by Mr. Van der Stuecken and will be worthy of the occasion. Ypsilanti people should rally to the support of this festival, as it will mark a distinct advance in musical privileges.

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But a soul may be dying before your eyes
For lack of the comfort a word may bring,
With its welcome help and sweet surprise.

A kindly look costs nothing at all,
But a heart may be starving for just one glance
That shall show by the eyelids' tender fall
The help of a pitying countenance.

It is easy enough to bend the ear,
To catch some tale of sore distress;
But men may be fainting beside us here
For longing to share their weariness.

These gifts nor silver nor gold may buy,
Nor the wealth of the richest man bestow,
But the comfort of word, or ear, or eye,
The poorest may offer wherever he go.

—C. F. Richardson



Baseball practice goes merrily on in the gym where, every day from one till two o'clock a goodly number of prospective "stars of the diamond" may be found hard at work getting in shape for the coming season.

Although the work done so far has consisted simply of throwing and catching, still the previous experience and training of the candidates shows plainly in this.

As yet no one has appeared who wants the catcher's position and anyone who has had any experience in this line will be a valuable addition to the squad.

Pitchers are found in plenty and all are showing up remarkably well.

The following are the men who are trying for the various positions, and their previous records on the diamond:

Pitchers—

Novak—Two years, Traverse City team.
W. B. Smith—Normal '01.
Latham—Four years, Hanover City team.
Hyames—Gobbleville High School team.
Salsbury—Traverse City High School.

First Base—

Captain Dennis, Normal '01.

Second Base—

Weber—Normal Reserves '01.
Shigley—Hart City team.

Third Base—

Ireland—Normal '01.
Burke—Two years on High School team.
Waldron—Waucousta team.

Lewis—Maryland Academy.

Short Stop—

D. W. Smith—Bad Axe High School.
Nash—Central Normal.
Belland—Champion High School.
Frazer.
Thomas.

Fielders—

Day—Normal Reserves '01.
Scovel—Detroit Central High School.
Barbour.

The intercollegiate games will probably be played with Kalamazoo, Hillsdale and M. A. C. The first game will be played at Lansing on April 10.

Prospects at present are very favorable and aided by the advantage of a fine gym there is no reason why this year's team should not sustain last year's record.

The men's basket-ball team is being worked into shape as rapidly as possible. A large number of excellent men have reported for practice each night, and with the proper training in team work, a good team should be the result.

Those who are playing on the regular team at present are as follows:

Center—Smith.
Baskets—Ireland (Captain) and Latham.
Guards—Fancher, Barnes and Ericson.

Among others who are showing up well are Novak, Huston, Belland, Salsbury, Burke and Miller. No games have been scheduled

as yet but negotiations are on with Albion and Hillsdale.

An athletic class has been organized for those who have finished the indoor work and wish to take special training for the field day events.

Wrestling seems to be the strong point in the class this year. Rogner, who won the silver medal at field day last year and came within six seconds of winning the gold medal on the time limit, has charge of this work under the supervision of Director Teetzel. Fisher, Hyames, Katz, and Belland are showing especially fine work, the two former being considered the strongest men in the gymnasium. Others who are taking this work are Bates, Burke, Gannon, Thomas and Withrow.

The sprinters and the distance men are doing the same kind of work at present, consisting principally of learning the crouching start. Those taking the work are Steimle, McClelland, Waldron, Scovel, Jennings, Hogue, Gilmore, Crawford and Abel. Steimle and McClelland of last year's track team have charge of this part of the training.

Those who are training for the jumping are: Miller, Brown, Cowen, Martindill, Shigley, Vliet and Kniffen.

The girls' basket-ball teams are having regular practice, but as yet have no outside games in view. Success to them and to all branches of the Athletic Association.

Lyceum

The first public lyceum of the year given by representatives from each society was held in room 50 Friday evening, January 24.

Mr. Steimle, president of the Olympic society, remarked in introducing the program that many had said that this reminded them of "old times" when such a meeting was a regular part of the lyceum work.

The first number on the program was an instrumental solo by Miss Corbett, followed by a declamation, "Revolutionary Risings," by Mr. Van Allsburg, given in a very earnest and enthusiastic manner that stirred

the feeling of patriotism in his hearers. The essay on Booker T. Washington, rendered in a very forceful manner by Miss Hurd, showed thoughtful preparation. Mr. C. C. Miller rendered a vocal solo entitled "Anchored," that was well received. The recitation "Claudius and Cynthia" was well rendered by Miss Ballard, giving a vivid picture of the old Roman days. The first part of the program was completed by Mr. Vliet giving an oration on "Lincoln the Savior of our Country," which again aroused the patriotism of the audience and increased the admiration for our first martyred president.

Then "Thirty Minutes for Refreshments," given in the way of a farce, caused much mirth and laughter. Those taking part were the Misses Dobbins, Eagle and Bradley; Messrs. Withrow, F. Hathaway, G. Hathaway, and R. G. Smith. Each participant did full justice to his part. The success of the farce reflects much credit on Mr. Lathers whose efforts in its preparation have been untiring.

CRESCENT SOCIETY

In the preliminary contest of January 17, Mr. Vliet won first place and will represent the society in the final contest March 1.

The general lyceum entertainment held last Friday evening in Prof. Lathers' room was a splendid success. The Crescents were well represented by Miss Corbett as pianist, Mr. Miller as vocalist, Mr. Vliet as orator and Miss Dobbins as dramatic artist.

Clubs

LINCOLN CLUB

The following officers were elected for the ensuing quarter: President, Wilson; Secretary, Andrus; Treasurer, Graves; Yellmaster, Crawford; and Editor Crandell.

The Lincoln club is the youngest society in the college. Only a year old it stands second to none. There is a hot contest on between the Webster and Lincoln clubs for a silver cup which the Websters now hold. The odds are in favor of the Lincoln Club, however, it will be decided in a contest March 21.

In the debating contest Kellogg was chosen to represent the Lincoln club, and Deveaux was chosen from the school at large. This gives the Lincoln club two of the strongest debaters in the team.

CURRENT EVENT

The Current Event Club met Friday afternoon, January 17. Miss Julia King was elected member of the executive committee in place of Miss Reasoner. The regular program was carried out.

Fraternities

SIGMA NU PHI

We start in the new quarter with the loss of three old members, the Misses Mann, Dansard, and Paton. Miss Mann is studying in the east, Miss Dansard is at her home in Monroe, and Miss Paton is teaching at the "Soo."

Miss Kilbourne and Miss Brems entertained the sorority at the house Tuesday evening, January 24, with a candy pull.

Miss Winifred Skelton has accepted a position in Charlotte, as music and drawing instructor.

ZETA PHI

Miss Childs gave a delightful supper party at her home on Forest ave., Friday evening, January 3, to the members of the Sorority who were within call. Miss Frank, who came up from Wayne, Miss Hull, from Saline (being home from Menominee for the holidays), together with Miss Ballou and Miss Walton, were the happy guests of a happy evening.

TAU KAPPA THETA

We have the pleasure of having our patron Professor S. B. Laird with us again this quarter, which adds much to the life of the fraternity.

Our latest "Rough Riders" were J. C. Win-ton, Milton B. Huston, and James B. Melody.

The *Lake Odessa Wave* gives A. J. Dann much praise as superintendent of their schools, and C. F. Wolf equal praise as principal and director of physical training in the High School.

C. A. Sheppard writes encouraging letters of his success as superintendent of the Quinnesec schools and expects to stay there another year. P. G. McWhinney is meeting with like success at Hesperia.

KAPPI PSI

The sorority regrets that Miss Zoa Spencer has been unable to return to College this semester, owing to the severe illness of her mother.

The Harmonious Mystics were the guests of honor at an afternoon party given Saturday, January, 25, in the Conservatory. The progressive musical games caused much merriment, Miss Wallin receiving the head prize. All departed feeling that the afternoon had been mutually pleasant, and that the bond of good fellowship existing between the sororities had been strengthened.

HARMONIOUS MYSTICS

The Harmonious Mystics met the first time after the holidays at the new residence of Professor and Mrs. F. H. Pease. The sorority is glad to welcome Miss Blanche Robertson, as she has returned to continue her work in the Conservatory.

ALPHA SIGMA TAU

On Saturday afternoon, January 25, the Alpha Sigma Tau sorority was "at home" with the Misses Waldron and O'Keefe, to about sixty of their friends.

The rooms were darkened, and lighted by means of many candles, and decorated with gold and green, the sorority colors, smilax and yellow roses being much in evidence.

Punch and wafers were daintily served, while pleasant greetings were exchanged. Owing to the continued illness of Mrs. Lyman she was unable to be with them, much to the regret of the sorority.

Miss Clio Case was initiated into the sorority January 23.

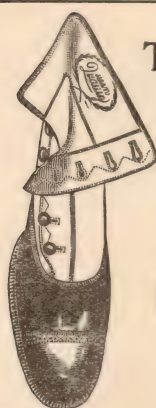
Miss Myrtle Oram, who has returned to her home in Oregon, is greatly missed by her sisters.

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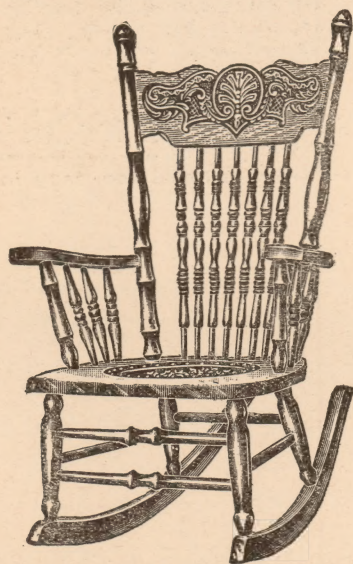
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